

SPRINGDALE ELEMENTARY

361 Watling Road
West Columbia, SC 29170

GRADES K-5 Elementary School

ENROLLMENT 412 Students

PRINCIPAL Dr. Thomas E. Smith 803-739-4175

SUPERINTENDENT Barry F. Bolen 803-739-8399

BOARD CHAIR Jerry S. Chitty 803-796-4708

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	38	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

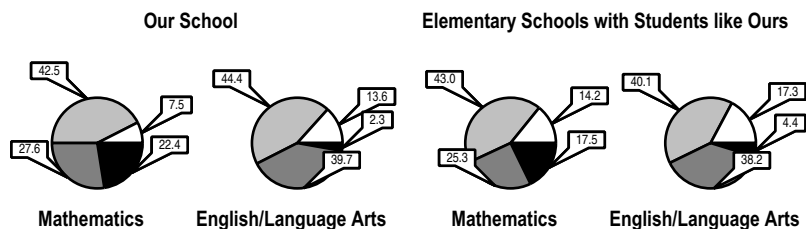
FOR MORE INFORMATION, VISIT WEBSITES AT:




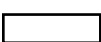
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	68	41
Percent satisfied with learning environment	100.0%	82.1%	92.7%
Percent satisfied with social and physical environment	96.2%	85.1%	75.6%
Percent satisfied with home-school relations	100.0%	85.3%	92.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	233	100.0	13.6	44.4	39.7	2.3	42.1	17.6
Gender								
Male	116	100.0	17.3	44.2	37.5	1.0	38.5	17.6
Female	117	100.0	10.0	44.5	41.8	3.6	45.5	17.6
Racial/Ethnic Group								
White	194	100.0	12.1	42.9	42.3	2.7	45.1	17.6
African-American	33	100.0	18.5	59.3	22.2	N/A	22.2	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	197	100.0	10.9	41.8	44.6	2.7	47.3	17.6
Disabled	36	100.0	30.0	60.0	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	233	100.0	13.6	44.4	39.7	2.3	42.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	233	100.0	13.6	44.4	39.7	2.3	42.1	17.6
Socio-Economic Status								
Subsidized meals	69	100.0	24.6	55.7	19.7	N/A	19.7	17.6
Full-pay meals	163	100.0	9.2	39.9	47.7	3.3	51.0	17.6

Mathematics								
All students	233	100.0	7.5	42.5	27.6	22.4	50.0	15.5
Gender								
Male	116	100.0	7.7	39.4	25.0	27.9	52.9	15.5
Female	117	100.0	7.3	45.5	30.0	17.3	47.3	15.5
Racial/Ethnic Group								
White	194	100.0	4.9	43.4	28.6	23.1	51.6	15.5
African-American	33	100.0	25.9	37.0	18.5	18.5	37.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	197	100.0	3.3	41.3	30.4	25.0	55.4	15.5
Disabled	36	100.0	33.3	50.0	10.0	6.7	16.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	233	100.0	7.5	42.5	27.6	22.4	50.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	233	100.0	7.5	42.5	27.6	22.4	50.0	15.5
Socio-Economic Status								
Subsidized meals	69	100.0	18.0	49.2	19.7	13.1	32.8	15.5
Full-pay meals	163	100.0	3.3	39.9	30.7	26.1	56.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	64	N/A	11.1	28.6	55.6	4.8	60.3
	Grade 4	73	N/A	2.8	37.5	51.4	8.3	59.7
	Grade 5	68	N/A	23.5	48.5	27.9	N/A	27.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	7.4	39.7	51.5	1.5	52.9
	Grade 4	80	100.0	9.5	55.4	35.1	N/A	35.1
	Grade 5	77	100.0	23.6	37.5	33.3	5.6	38.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	64	N/A	11.1	47.6	23.8	17.5	41.3
	Grade 4	73	N/A	8.3	22.2	26.4	43.1	69.4
	Grade 5	68	N/A	17.6	32.4	32.4	17.6	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	5.9	48.5	29.4	16.2	45.6
	Grade 4	80	100.0	5.4	41.9	32.4	20.3	52.7
	Grade 5	77	100.0	11.1	37.5	20.8	30.6	51.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 412)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Up from 1.2%	1.8%	2.4%
Attendance rate	95.6%	Down from 96.9%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	31.8%	Down from 32.7%	22.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.8%	Down from 7.4%	7.3%	8.0%
Older than usual for grade	N/A	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Up from 53.3%	54.2%	50.0%
Continuing contract teachers	92.9%	Up from 86.7%	88.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.8%	Up from 87.0%	88.4%	86.2%
Teacher attendance rate	95.6%	Up from 95.4%	95.6%	95.3%
Average teacher salary	\$41,400	Up 1.1%	\$42,081	\$39,909
Prof. development days/teacher	14.5 days	Up from 10.3 days	10.3 days	11.4 days

School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio	20.9 to 1	Up from 20.3 to 1	19.9 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 91.3%	90.6%	89.7%
Dollars spent per pupil*	\$5,739	Down 0.7%	\$5,567	\$5,892
Percent spent on teacher salaries*	65.3%	Up from 64.1%	68.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Springdale Elementary School continues to look for ways to improve instruction and enhance student achievement. A major effort this year, and to continue into future years, was to improve our implementation of the Cunningham 4 Blocks Approach for teaching language arts. This was achieved by continuing to improve literacy-group instruction or small-group instruction. Students receive large-group (whole class) instruction related to state-mandated standards for their grade, and they receive small-group instruction based on their needs and ability levels. Nine of our staff members, 30% of the faculty, completed their third year in the Governor's Reading Initiative. This was a three-year program designed to help teachers increase their abilities to teach all students more effectively. Those faculty members have shared their new learning and strategies with other faculty members. During the 2002-2003 school year, the faculty requested and received training in Six Traits Writing. This was to assist faculty members as they began placing more emphasis on writing skills.

Springdale continues to look for additional methods and strategies to help those students experiencing academic difficulty. We continued Reading Recovery for at-risk first grade students. We conducted after-school tutorials for students in grades 4 and 5 needing extra assistance. We had a limited summer tutorial program for students with academic weaknesses in grades K, 1, and 2. Teacher assistants continued to give small group assistance to students in grades 1-5 who needed such assistance. We purchased and implemented a computer-assisted phonics program for second graders who needed such assistance.

Our students continue to perform well academically. Most students score well above the standards on state and national tests. Nearly 50% of our 3rd - 5th graders made the Honor Roll or Principal's list each nine weeks. Twenty-five percent of our 5th graders received the President's Academic Fitness Award.

We continue to experience strong support from our PTO and SIC. The PTO has helped us purchase additional sound systems so that all classrooms in grades K-5 are "teacher-voice" enhanced. The PTO continues its support of the motivational reading program for students. The PTO and SIC continue to be additional ways to sample parent opinions on curriculum and organization.

Tom Smith, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.